

27th International Reconceptualizing Early Childhood Education (RECE) Conference

BORDER/LANDS AND (BE)LONGINGS

NEW MEXICO STATE UNIVERSITY
LAS CRUCES, NEW MEXICO, USA
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This research examined the emotional experiences of Nepali-mentors and US-mentees to identify boundaries within the intercultural mentor-mentee relationship. The data revealed how participants underwent emotional experiences that were grounded in cultural humility or entitlement. Nepali-mentors specifically accepted differences by acknowledging the importance of emotional bonding with the US-mentees. The US-mentees also sought emotional bonding; however, they also displayed resistance by drawing upon Western entitlement to explain emotional actions and reactions. We bring “cultural humility” and Anzaldúa’s (1987) “borderlands” together to theorize what oppressed groups undergo when interacting with dominant groups in an intercultural mentor-mentee relationship.

Thinking and Doing Otherwise: Reconceptualist Contributions to Early Childhood Education and Care

Rachel Berman and Zuhra Abawi

Reconceptualist scholars and practitioners in early childhood education shift away from dominant discourses of developmentalist based theories of early childhood learning by implementing a multi-disciplinary and multi-theoretical approach to how we think about childhood. Reconceptualist thinkers and practitioners resist assumptions of children as helpless (Cowden, 2016) by transgressing traditionally constructed hierarchies that inform and implicate relationships between adults and children (Langford, 2010; Woodrow & Press, 2007). They argue that dominant narratives about early childhood and educating young children have been conceptualized through Western norms of childhood development that are standardized, colourblind, ahistorical, apolitical, and, supposedly, neutral (Lubeck, 1994; MacNaughton & Davis, 2009; Pacini-Ketchabaw & Nxumalo, 2013; Silin, 1987, 1995; Taylor, 2007).

10:30-12:00 Session 7F Pushing Possibilities: Research at the Boundaries

Location: Middle Ballroom, 318

Decolonial Water Stories: Intergenerational Pedagogies at an Indigenous Summer Camp in Austin, Texas

Dr. Fikile Nxumalo, Nnenna Odum and Pablo Montes

This paper is situated within a growing body of work in early childhood studies that suggests the need to firmly situate early childhood education within current ecological challenges and their unevenly inherited impacts. Through a participatory ethnography of an Indigenous summer program led by Indigenous elders, we engage with the question of how early childhood pedagogical practices might move away from dominant romanticized and developmental approaches to learning about the natural world. Attuning to transdisciplinary decolonial perspectives, we work with stories, Indigenous knowledges, and everyday pedagogical encounters to make

visible possibilities for situated decolonial pedagogical engagements with more-than-human worlds.

“Wake up! I’m here to help!”: Participatory Research Possibilities with Young Children
Kate McCormick

Drawing on a phenomenological case study conducted in a U.S. preschool, this paper reviews possibilities and challenges associated with participatory research. Using a metaphor of reflected and refracted light, I discuss reflections on the study’s research design, and I present refractions, or critical implications, for implementing participatory, multi-method designs when working with young children. The reflections and refractions focus on four key issues: participant and researcher competence, the process of assembling multiple data sources, asymmetrical power and participation, and flexibility within inflexible structures. I conclude with a call to expand research methodologies to further elevate children’s voices and knowledge.

Provocations and Possibilities: Exploring post-qualitative methodologies in a public-school setting

Courtney Hartnett and Melissa Schellenberg

Situated in a posthuman framework, this project articulates an exploration in using provocations in a public school to reframe pedagogy and educational research. Provocative artifacts are strategically introduced to push against normative beliefs or grand narratives, and the pedagogical-research assemblage entangles the indeterminate nature of children in relation to other matter, holding space to invite new ways of seeing-doing pedagogy and research. The research team will contend with the space in-between educator and researcher, and the ethical complexities of negotiating both territories. This research project will be a method in the making as we seek to re-imagine what method might do by experimenting with different post-qualitative “methods” (Lury & Wakeford, 2016; St. Pierre, Jackson, & Mazzei, 2016).

10:30-12:00 Session 7G Global Contemporary Politics, “Illegality” and Childhood Trauma

Location: East Ballroom, 320

The (im)possibilities of professionalization of social pedagogues in a time of ‘care crisis’

Steen Baagoe Nielsen

This paper discusses the transformation of social pedagogues’ work in ECEC facilities in light of growing impact of monitoring and accountability systems promoted by especially the OECD. Based on memory-work and group-interviews with Danish social pedagogues I will approach their experiences using especially Evetts understanding of professionalism to discuss the possibilities of professionalization as a way of responding to the changing conditions of work. Further, I will discuss the issue from a broader social perspective focusing on the conditions of care work, which Nancy Fraser has discussed as a ‘care crisis’.